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| Year 10 Work Education Assessment Task on Career Search – Term 3, 2011 **Alternative Assessment Task for individual students whose groups did not work out**  **Due Date:** Period 4, Friday, 29th July, 2011.  **Weighting:** 30% of Semester 2 Assessment mark(15% completed worksheet, 15% for Student Reflection Journal)    **Outcomes:** A student:   * Recognises skills for effective participation in the workplace; * Uses a variety of strategies to organise and communicate information.   **Task:** 1. You are to complete the attached “Career Investigation” worksheet which involves researching a career of your choice. You will need to show that you have gathered material from a range of sources, e.g. interview, library, Career Information Centre and Job Services Australia provider, websites such as [www.joboutlook.gov.au](http://www.joboutlook.gov.au) , [www.jobguide.deewr.gov.au](http://www.jobguide.deewr.gov.au), [www.myfuture.edu.au](http://www.myfuture.edu.au) etc. (15%)  2. You must still have completed the “Student Reflection Journal” for each lesson that you were given time to work on your project last term. If you were absent for a lesson, you must note the reason for your absence. On the due date, you must submit your Journal for marking. New students (Zach, Adam and Briahna) do not have to do the student reflection journal. (15%)  **Task:** 1. You are to work together with a group (3-4 students). The group must design a topic of their choice to research a career project. They are to present their information to the Year 9 Work Education class in Week 1, Term 3. Regular class time will be made available to the group. The group can submit an application for funding for equipment o          **Assessment Marking Criteria for Career Investigation Worksheet:**   |  |  | | --- | --- | | **Achievement/Marks** | **Criteria** | | Outstanding  Achievement  14-15 marks | Completes every part of the worksheet with thoughtful detail and relevant information in a clear and neat manner; uses a wide variety of information sources; | | High Achievement  11-13 marks | Completes most parts of the worksheet with detailed and relevant information in a clear and neat manner; uses a variety of information sources; | | Sound Achievement  8-10 marks | Completes most parts of the worksheet with some detail and some relevant information in a clear manner; uses some information sources; | | Basic  Achievement  5-7 marks | Completes some parts of the worksheet with some relevant material organised in a basic manner; uses only 1 information source; | | Limited  Achievement  0-4 marks | Completes minimal parts of the worksheet. | |  |  |
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**Assessment Marking Criteria for Student Reflection Journal:**

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| **Achievement/Marks** | **Criteria** |
| Outstanding  Achievement  14-15 marks | Completes every part of the Journal with thoughtful detail and relevant information in a clear and neat manner; |
| High Achievement  11-13 marks | Completes most parts of the Journal with detail and relevant information in a clear and neat manner; |
| Sound Achievement  8-10 marks | Completes most parts of the Journal with some detail and some relevant information in a clear manner; |
| Basic  Achievement  5-7 marks | Completes some parts of the Journal with some relevant material organised in a basic manner; |
| Limited  Achievement  0-4 marks | Completes minimal parts of the Journal. |

**Absences from School on due date:** In the case of missed class assessments the student will be expected to hand in the task to Ms Armstrong on the day they return to school after the absence. It is the **student’s responsibility** to ensure that the assessment is handed in on their return to school – with a note from their parents acknowledging that they are handing in their work after the due date due to their absence – marks will not be deducted.

**Late submission of assessment tasks:** Marks will be deducted for the first 5 days late, including weekends (10% each day). After 5 days, zero marks will be awarded – however, students must still complete the task to meet the Board of Studies course outcomes.

**Career Investigation Worksheet Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Write a description of the work, e.g. the type of tasks performed in the position, the products or

service provided: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Describe the effect of technology on the career field/job, e.g. improving working conditions, productivity, creating or destroying certain work/positions – give examples. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What are the working conditions and environment, e.g. location of work, safety requirements, special conditions (e.g. danger money), uniform and dress, indoor or outdoor work, trade unionism? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What are the wages/salaries for that work, e.g. the range of wages or salaries, any special conditions for overtime work? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What are the skills required for specific tasks within the work/career, e.g. direct skills such as working with your hands? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What are the employability skills that apply to the work, e.g. leadership, communication, problem-solving? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What education or training qualifications are required for the work/occupation, e.g. TAFE/universities/apprenticeships, and any vocational programs available in senior school?

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1. What are the advantages and disadvantages of the work/occupation, e.g. good pay, long hours? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What are the future prospects for the job. Is demand increasing or decreasing?\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What is your own personal suitability for the work/occupation, e.g. do you think you are capable

of doing this job? Why? What skills or competencies would you have to develop to have a

good chance of getting into this job or career? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. References - You will need to show that you have gathered material from a range of sources, e.g. interview, library, Career Information Centre and Job Services Australia provider, websites etc. : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_